

★ PREPARATION

Choose the song “Walk Like Jesus” from the EE/Preschool URL. (*Worship Time*)

Select **VA 21A Moses and the Burning Bush**. (*Listening Time*)

For both older and younger children, make a copy of **BLM 21B Burning Bush** for each child. Gather **RED AND YELLOW WATERCOLOR PAINTS**. Obtain some **CLEAR PLASTIC CUPS**. Fill these with **WATER**. (*Activity Time*)

Allow younger children to collect **STICKS** or **TWIGS** to add to the Desert Center. Be sure the items are not sharp or present a choking hazard. (*Activity Time*)

For younger children, obtain **RED AND ORANGE STREAMERS** to mark the end of an obstacle course. (*Activity Time*)

For older children, provide some **SEEK-AND-FIND PICTURE BOOKS**. (*Activity Time*)

For older children, cut the numbers 1–10 from pieces of **SANDPAPER** or cut sandpaper squares and write the numbers on the squares in permanent marker. (*Activity Time*)

Worship Time ★

- Play the song “Walk Like Jesus” from the EE/Preschool URL as a transition to Worship Time. Review the words to help children learn them, and then sing the song together. Have children make up their own movements and motions to reinforce the meaning of the song.
- Remind children that God’s Word encourages them to do what is good for others. Remark that even though Moses did not make a choice to do good to the Egyptian man, God still loved and cared for Moses. Tell children that in today’s Bible truth, God gives Moses another chance to do the right thing.
- Invite children to close in prayer by thanking God for His goodness.

Listening Time ★

- Display **VA 21A Moses and the Burning Bush**. Point to Moses in the picture. Remind children that Moses ran away to the desert. The desert is a dry place. Not much rain falls, so the trees do not grow to be very tall, but some types of bushes do grow in the desert. Point out the fiery bush in the center of the picture. Tell children that this bush is a very special one. Have children listen to the Bible truth to discover why this bush was special. Read the text on the back of VA 21A.
- Ask children to talk about some of the jobs that they do at home. (**Possible answers: keeping toys neat, feeding pets, helping with a new baby**) Remind children that God gave Moses a very important job. Moses had to go to Pharaoh and ask this king to let the Hebrew people go free. Ask children how they might feel if they had to do a very important job. (**Answers will vary.**) Explain that Moses felt scared to be given such a big job. Tell children that they may feel scared or worried from time to time, but that even if they feel nervous, they can pray and God will help them. Remind children that God was giving Moses a job to do and that God would help Moses to do the job well.

Review

- How did God speak to Moses in the desert? (**He spoke through a bush that was on fire but didn’t burn up.**)
- What did the Lord want Moses to do? (**to go to Pharaoh, the king of Egypt, and tell him to set God’s people free**)
- What did Moses feel he needed to do this job well? (**a helper**)
- What did God do for Moses? (**He said Moses’ brother Aaron could go as his helper.**)

Notes:

Activity Time ★

👉 Show children **RED AND YELLOW WATERCOLOR PAINTS** that you have mixed with **WATER** in **CLEAR PLASTIC CUPS**. Ask children to tell the names of the colors. Mix a bit of red in the yellow paint to show how the two colors make a third color. Ask children to tell the name of the third color. (**orange**) Provide copies of **BLM 21B Burning Bush** for children to paint with red and yellow watercolor paints.

👉 Invite children to add **STICKS** or **TWIGS** that they find outside to the Desert Center. Mention that the twigs children added would burn if caught on fire but that the bush God spoke to Moses from never burned.

👉 Set up an obstacle course with classroom furnishings. At one end of the course, make a “burning bush” by draping a child’s chair with **RED AND ORANGE STREAMERS**. Lead the children over, under, or around the obstacles. Ask who spoke to Moses through the burning bush. (**God**)

👉 Show children the **RED AND YELLOW WATERCOLOR PAINTS** in the **CLEAR PLASTIC CUPS**. Ask children to predict what color will result if you mix red and yellow. (**Answers will vary.**) Mix a bit of red paint in the yellow paint. Ask children to tell the name of the third color. (**orange**) Provide copies of **BLM 21B Burning Bush** for children to paint.

👉 Let children look for pictures in simple **SEEK-AND-FIND PICTURE BOOKS**. *My First Hidden Pictures* by Highlights Magazine is a good choice. Point out that Moses hid in the desert, but God knew where he was.

👉 Show children the numbers that you have cut from **SANDPAPER**. Explain that the sandpaper is rough like the sand found in the desert. Allow children to feel the texture and to sequence the numbers.


Activity Book Page 21.2

Have children find the objects mentioned in the directions. Children may circle the objects or point them out. Read the Memory Verse and have children mark the letter *o*.

DAY
2

21.2 Moses and Aaron
Exodus 2–4, 7–13

Find and circle Moses, sandals, a fiery bush, and Moses’ walking stick. Mark the letter *o* in the Memory Verse.



**Do good to
all people.**
Galatians 6:10b

82 Skill: visual discrimination © Bible Early Education

APPLY

- How did Moses feel about the job God gave him? (**At first he was scared; then he was happy to have his brother as his helper.**)
- What can you do when being a good helper is too hard for you? (**Answers will vary but should include asking a grown-up for help, finding a friend to be a helper with me, asking God to help me not be scared.**)
- What are some helper jobs you have done? (**Answers will vary.**)

ENRICHMENT

Moses made the poor choice to allow his anger to get the best of him. Early education students are developing self-control over their emotions.

Leanne Leak writes: While children generally experience a language explosion during the early education years, they often regress and have difficulty using their words when they become angry. Using role-play, teachers can demonstrate appropriate ways to manage anger and give children words to use when they are frustrated, before conflict develops. When anger erupts in the classroom and teachers provide support by assisting children in communicating concerns, a noisy interruption becomes a learning opportunity. —Leanne Leak, former Christian Early Education Consultant